

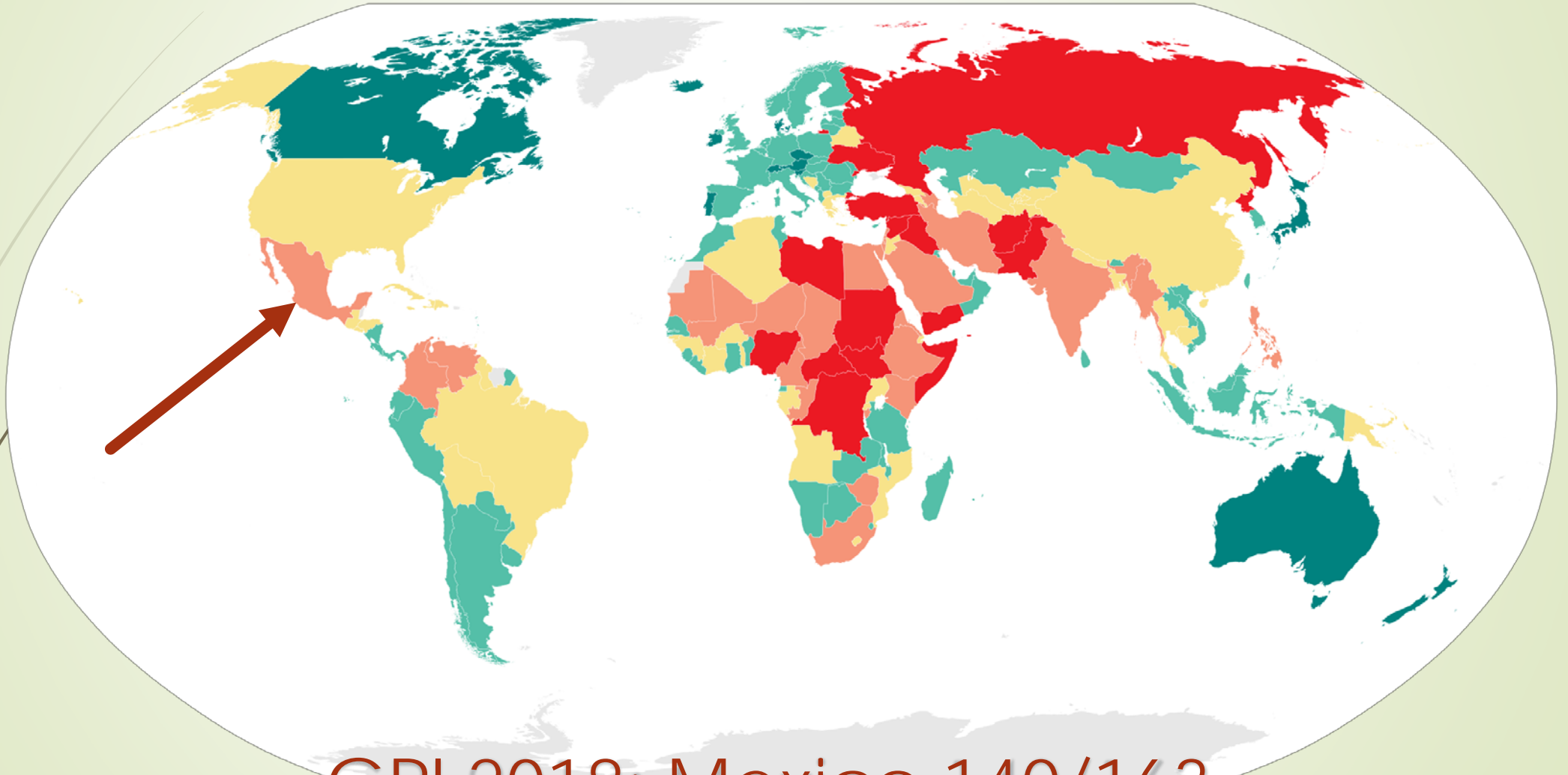


1st The Arts of Inclusion-TAI Workshop

Bogotá, Colombia

Dra. Patricia A. González-Moreno
Universidad Autónoma de Chihuahua

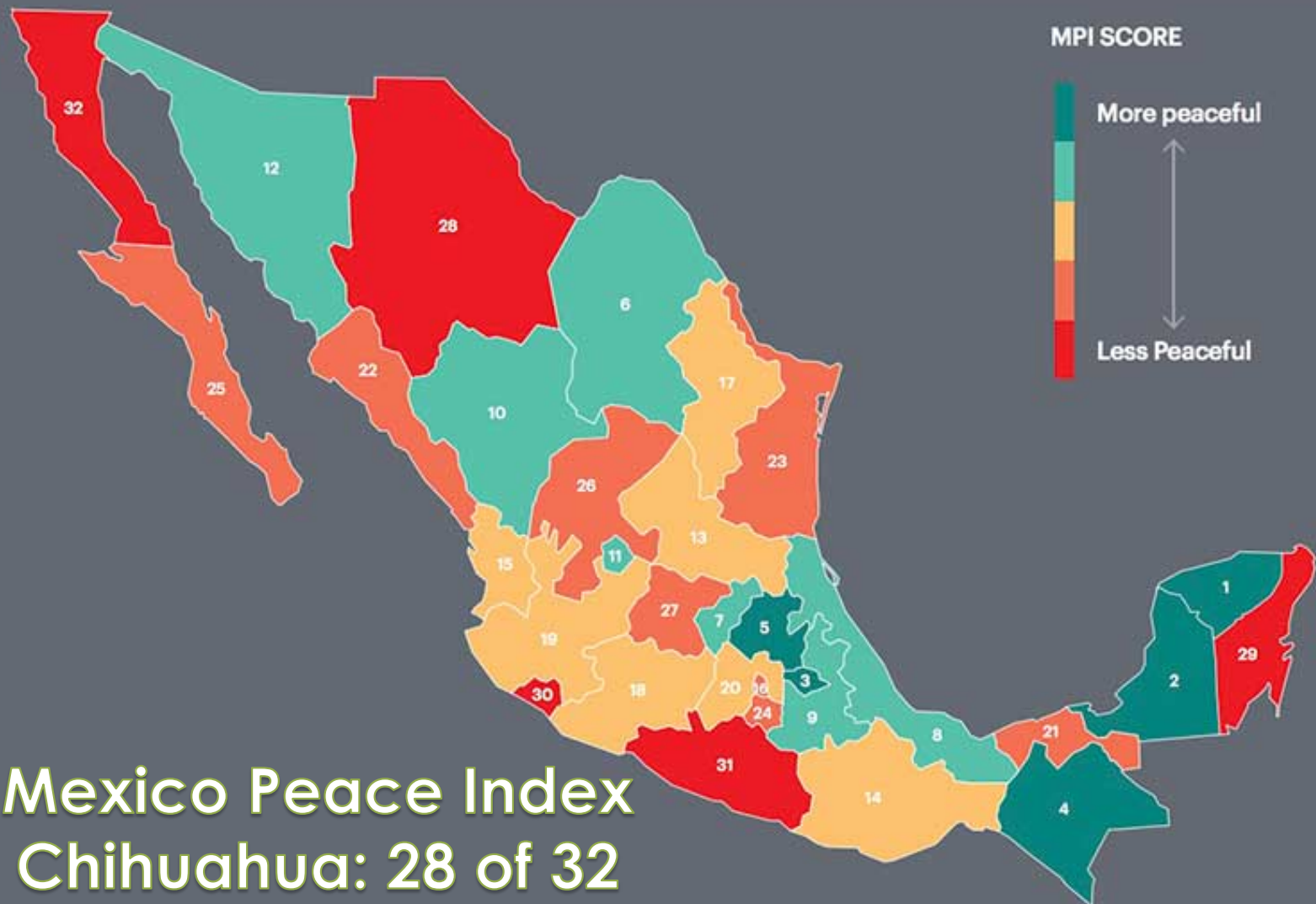
Context



GPI 2018: Mexico 140/163



Chihuahua



Mexico Peace Index
Chihuahua: 28 of 32
The 5th least peaceful



In Mexico...

- “Peacefulness” declined by 5%, the third consecutive year of declines
- Cost of violence rose 10% last year to 5 trillion pesos (\$268 billion USD)
- Homicide was the largest contributor to the economic impact of violence
- One in every three adults Mexicans is a victim of crime each year (Mexico Peace Index)
- High levels of corruption
- Violence and the fear of violence create significant economic and social disruptions (Institute for Economics and Peace, 2019)

In Chihuahua...

- Rise in firearms crime
- Homicide Rate: 60.84 per 100,000 (only below Colima, BC, Guerrero)
- Cartel presence have not declined

Mexico Peace Index Scores	2015	2016	2017	2018
Chihuahua	2.649	2.967	3.544	3.680

A lower score indicates a better level of peacefulness



In Chihuahua...

- ▶ Community cooperation has improved
- ▶ An increase in the creation of arts programs for social purposes and peace education
 - ▶ National Programs
 - ▶ ConArte
 - ▶ Sistema Nacional de Fomento Musical (El Sistema-inspired program)
 - ▶ Orquestas Esperanza Azteca (El Sistema-inspired program)
 - ▶ Regional and Local Programs
 - ▶ Música en mi Escuela /Centro de Estudios Musical (El Sistema-inspired)
 - ▶ Se'Wá, Promesa Educativa
 - ▶ Umbral Music Program
 - ▶ Laboratorio de Arte Colectivo /Patio Magenta
 - ▶ Orquesta Sinfónica Infantil Rarámuri



National Community Programs: Programa Nacional Cultura Comunitaria (2019)

- ▶ “It seeks to shape a culture for peace and coexistence, social transformation, community cultural development and the strengthening of local capacities, so it will work with historically discriminated populations, as well as people in situations of seclusion and mobility.”
- ▶ It will have an artistic program with the participation of local creators, who will present themselves in dialogue with artists from their respective states and national companies in activities that will take place on weekends with the aim of recognizing and showing the cultural wealth of the place.”
- ▶ Four lines of action: Missions for cultural diversity; Peace territories; Creative seedbeds; Creative communities and social transformation
- ▶ More than 500 cultural promoters will be trained
- ▶ Hiring more than 2,500 artists and more than 2,700 workshops for cultural events in 451 municipalities.



Sistema Nacional de Fomento Musical (SNFM)


(Coros y Orquestas Juveniles de México, 1996)

- ▶ “We are the instance of the Ministry of Culture of the Mexican Government responsible for promoting through the musical work, the integral development of children and young people, mainly those who live in the most socially and economically unprotected localities of the country, with the objective of contributing to the recomposition of the social fabric.”
 - ▶ Culture as a tool of peace
 - ▶ “Music as a means and not an end”
- ▶ Programs: Movimiento Nacional de Agrupaciones Musicales Comunitarias (2013) & Voces en Movimiento
 - ▶ “Systems of community music ensembles at regional, state or local level that are self-managed and are under the artistic and methodological rectory of SNFM”
- ▶ Until april 2019:
 - ▶ 96 community music ensembles (25 orchestras, 22 “choirs in movement”, 3 traditional choirs, 20 symphonic bands, 2 traditional bands, 8 instrumental ensembles, 5 traditional ensembles); around 6000 students
 - ▶ 67 municipalities of 27 states in Mexico
 - ▶ Orquesta Sinfónica Infantil de México



Programa Musical Esperanza Azteca, (PROMESA) TV Azteca Foundation

- ▶ “Since 2009 Esperanza Azteca was born as a social-musical project for girls, boys and young people with limited resources, between 5 and 17 years, this is possible thanks to Ricardo B. Salinas Pliego and operated by Fundación Azteca”
- ▶ 62 symphony orchestras and choirs. 17000 students, over 1300 music teachers
- ▶ “Donations and contributions made by governments and Congress to the TV Azteca Foundation for a decade amount to at least 1.7 billion pesos [around 90 million USD] and have run alongside a drastic cut in the public budget for culture” (García Bermejo, 2018)
- ▶ “Antiphilanthropy... A philanthropy in reverse: The government subsidizes the entrepreneur. It is fraud to the State... The TV Azteca Foundation takes all the credits, but for each peso that the orchestras that carry their brand receive, they contribute, if anything, 15 cents (García Bermejo, 2018)



Consortio Internacional Arte y Escuela A.C. ConArte (initiated in 2006)

- ▶ “ConArte is an urban laboratory of social transformation. Apply community art to try to reduce violence in different parts of the country. Through artistic disciplines such as dance, theater, photography, music and visual arts, it strengthens the cohesion of society.”
- ▶ “Building of a network of artists, pedagogues, teachers, and managers in different cities of the country and even beyond”
- ▶ Program: “RedeseArte Cultura de Paz” in Juarez City (2009). Based on 6 workshops:
 - ▶ ¡Ah que la canción! Música Mexica, Urbedanza, Escenificarte, Núcleos Juveniles de Música; Ensamble musical y estrategias para la convivencia en la diversidad.
 - ▶ 25 community centers, 2500 children and adolescents
- ▶ Lucina Jiménez, now appointed as Director of the National Institute of Fine Arts



Local Community Arts Programs: Se'Wá Sistema Musical, Tocando el Futuro

- ▶ Promesa Educativa para México A. C.
- ▶ “Founded by a group of enthusiastic and committed women as a social work that seeks to rescue the ethics of the children and adolescents of the city of Chihuahua through a collective musical program that reestablishes the social fabric”
- ▶ “Under the premise of contributing to the social transformation of Chihuahua through education... with the mission of effectively instrument creative, permanent and educational programs with high impact and coverage that support the integral development of children and adolescents in a disadvantaged situation”
- ▶ 6 Community centers in Chihuahua City, in priority and vulnerable areas
- ▶ Benefiting more than 1000 students
- ▶ It is part of the National Music Promotion System (Fomento Musical)



Umbral Music Program

- ▶ Umbral, Construyendo Comunidad A. C.
- ▶ Program of Community Intervention. 5 Community Nucleos.
- ▶ Aim: Work through culture, arts and out-of-school education in favor of community development in the state of Chihuahua
- ▶ Offers: Workshops of sociocultural animation, community art, community education, participation of children and adolescents in music and singing.
 - ▶ Mariachi music



Other local initiatives:

- ▶ Laboratorio de Arte Colectivo (visual arts and music)
- ▶ Patio Magenta Centro Cultural (visual arts and music)
- ▶ Orquesta Sinfónica Infantil Rarámuri /Taller Musical Andantino



On-going Work

- ▶ Community Music Groups and their Socioformative Purpose
 - ▶ Se'Wá Music System
 - ▶ Cognitive and socio-emotional development (psychological lens)
 - ▶ Self-control, persistence, mastery orientation, academic self-efficacy, social competence
 - ▶ 287 participants
- ▶ Pre-service and in-service music teachers in community music programs: Challenges and achievements in promoting social change.
 - ▶ 10 teachers
 - ▶ Observations, interviews
- ▶ Orquesta Sinfónica Infantil Rarámuri: A case study of ethnicity and musical identity.



Current Challenges

... in basic education

- ▶ New educational policies
 - ▶ Favoring music education... but implementing a hegemonic model of community music within public basic education (based on El Sistema)
 - ▶ A flurred distinction between music education in schools and community music education
 - ▶ Conflict of interest (Secretary of Education)
 - ▶ Lack of theoretical and pedagogical foundations
 - ▶ Lack of curricular articulation across school levels
 - ▶ Arts Education vs Music Education (generalists vs specialists)
 - ▶ Music educators as “external specialists”
 - ▶ Level and quality of teacher professionalization



Current Challenges


... in community programs

- ▶ Limited previous research or evaluation reports
- ▶ Resistance to external evaluation or research (institutional authorizations)
- ▶ Ethical issues around their implementation
 - ▶ Conflicting interests (funding, use of financial resources)
- ▶ Pedagogical approaches
- ▶ Student participation and the so-called social inclusion (e.g., auditions)
- ▶ Professional development of music teachers
- ▶ Teacher hiring



Methodological challenges

- ▶ Access and rapport
- ▶ Full immersion within the community programs through qualitative approaches (critical ethnographies, narratives, case studies, life histories, etc.)
 - ▶ In-service and pre-service music teachers as mediators



Previous Research Work: El Sistema literature review (Creech et al.)

- ▶ Global Review of literature concerned with El Sistema and Sistema-inspired programmes around the world
- ▶ 85 research and evaluation papers, representing 44 programs in 19 countries
 - ▶ 9 El-Sistema inspired programs in Mexico
- ▶ To identify core principles that underpin what might be called the “Sistema Ideology” and to map the existing evidence against those principles.
 - ▶ Social development through music
 - ▶ Learning through ensemble
 - ▶ Accessibility and inclusivity
 - ▶ Frequency and intensity of contact
 - ▶ Connectivity (between programs and local communities; within and between programs; Sistema programs within the wider music education community)



Recent Research Work



- ▶ Creech, A., **González-Moreno**, P. A., Lorenzino, L., Waitman, G., Sandoval, E., & Fairbanks, S. (2016, 2nd ed.). *El Sistema and Sistema-inspired programmes: A literature review of research, evaluation and critical debates*. Sistema Global: Friends of El Sistema Worldwide.
- ▶ Creech, A., **González-Moreno**, P. A., Lorenzino, L., & Waitman, G. (2016). Lost – or found? – in translation: The globalization of Venezuela’s El Sistema. In S. Clift & P. M. Camic (Eds.), *The Oxford Textbook of Creative Arts, Health and Wellbeing* (pp. 193–198). Oxford: Oxford University Press
- ▶ Creech, A., **González-Moreno**, P., Lorenzino, L. and Waitman, G. (2014) ‘El Sistema and Sistema-inspired programmes: principles and practices’. In O. Odena and S. Figueiredo (eds) *Proceedings of the 25th International Seminar of the ISME Commission on Research* (pp. 77-97). Federal University of Paraíba, João Pessoa, Brazil. Malvern, Australia: International Society for Music Education.